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ABSTRACT

Project Avanse was an Elementary and Secondary Education Act Title VII-funded project in its first year of operation at an intermediate school and a high school in Brooklyn (New York). The project served 266 Haitian-speaking students. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and the content areas of science, mathematics, and social studies. The project implemented a peer tutoring component to enhance articulation between the two schools. A literacy component and multicultural education were also included. Multicultural education was an integral part of programming. Staff development offerings included computer training, and tuition for staff members taking courses at the college level. A parent participation component was also included. The project met its objectives for ESL, NLA, the content areas of English and computer literacy, career development, dropout prevention, attendance, staff development, curriculum development, and parent involvement. Objectives for mathematics and science were partially met. Recommendations for program improvement are to complete the intermediate school resource room and to investigate additional techniques to increase acquisition of mathematics and science skills. Four tables present evaluation findings. Two appendixes list instructional materials and class schedules. (SLD)

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ED 383 781

OER Report

Project Avanse
Transitional Bilingual Education Grant T003D30305
FINAL EVALUATION REPORT
1993-94

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Project Avanse
Transitional Bilingual Education Grant T003D30305
FINAL EVALUATION REPORT
1993-94

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EXECUTIVE SUMMARY

Project Avanse was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its first year of operation at Walt Whitman Intermediate School in Community School District (C.S.D.) 17 and Erasmus Hall High School, both in Brooklyn. The project served 266 Haitian-speaking students. Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content areas of science, mathematics, and social studies. The project implemented a peer tutoring component to enhance articulation between the two schools. The project had a literacy component for those students unable to perform academically at the high school level. Multicultural education was an integral part of programming.

Project staff and teachers of participating students had the opportunity to attend staff development meetings on the use of the Mackintosh computer. The project also reimbursed tuition for staff members taking courses at the college level.

Parents of participating students were involved in a variety of school and project activities, including E.S.L. instruction.

The project met its objectives for E.S.L; N.L.A.; the content area subjects of English and computer literacy; career development; dropout prevention; attendance; staff development; curriculum development; and parental involvement. The project partially met its content area objectives for mathematics and science. The Office of Educational Research was unable to evaluate the career development objective for career counseling in the year under review since no students were graduating.

The conclusions, based on the findings of this evaluation, lead to the following recommendations to the project:

- Complete the resource room at Walt Whitman Intermediate School so that students have access to reading materials, computers, and cultural activities.

- Investigate additional techniques to increase students' acquisition of skills in mathematics and science at Walt Whitman Intermediate School. Increase peer tutoring and offer additional assistance during study halls and outside school hours.

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I. INTRODUCTION

This report documents the Office of Educational Research's (OER's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII program, Project Avanse.

PROJECT CONTEXT

The project operated at Walt Whitman Intermediate School in Community School District (C.S.D.) 17 and Erasmus Hall High School, both in Brooklyn. The population of the community surrounding the two schools was approximately 90 percent African-American (mostly West Indian). The remaining ten percent were Latino, Asian-American, and European-American. Most families were low-income.

At Erasmus Hall High School, the ethnic distribution of the students was very similar to that of the surrounding community. Of the 2,747 students that attended the school during the 1992-93 academic year, the last year for which data were available, 92.2 percent were African-American, 5.9 percent were Latino, 1.3 percent were Asian-American, and 0.6 percent were European-American. Of these students, 17 percent were of limited English proficiency (LEP), and 53 percent came from low-income families, as evidenced by their eligibility to participate in the free-lunch program.

Erasmus Hall High School is housed in a very old building that is currently undergoing renovations. Classrooms were filled to capacity and in need of paint. For the most part, student work was not displayed in the halls or the classrooms. Halls were noisy and crowded. Computers were in evidence and appeared to be accessible and frequently used by the students.

At Walt Whitman Intermediate School, the ethnic distribution was similar to that at Erasmus Hall High School. Of the 1,261 students that attended school during 1992-93, 92.2 percent were African-American, 5.9 percent were Latino, 1.5 percent were Asian-American, and 0.3 percent were European-American.* Of these students, 16 percent were LEP, and 69 percent came from low-income families.

Walt Whitman Intermediate School is housed in a building constructed in 1939. Classrooms were filled to capacity. Throughout the day, the principal made repeated announcements over the loudspeaker to urge teachers to help clear students out of the hallways. All windows in the school, including those on the fourth floor, had metal bars over them. Students were required to wear picture identification tags to enter the school.

STUDENT CHARACTERISTICS

Project Avanse served 266 Haitian-speaking LEP students in sixth through eleventh grades. (See Table 1.) Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other criteria for selection included teacher recommendation, an intake interview, placement tests, and responses on the Home Language Identification Survey.

*Numbers do not equal 100 because of rounding.

TABLE 1

Number of Students in Project AVANSE by Grade Level

Site	Grade						Total
	6	7	8	9	10	11	
Walt Whitman Intermediate School	27	53	42	-	-	-	122
Erasmus Hall High School	-	-	-	60	70	10	140

Project AVANSE served a total of 266 students, all of whom had Haitian as their native language. Almost all students (99.6 percent) were born in Haiti. Similarly, the great majority (99.2 percent) came from low-income families.

Needs Assessment

Before instituting this program, Erasmus Hall High School and Walt Whitman Intermediate School determined students' needs by examining each participant's academic profile. This review indicated that many students lacked literacy in both English and Haitian, an increasing phenomenon as more immigrants with limited education in their native country enter the school system. Project participants were also given the standard placement tests in English as a second language (E.S.L.), native language arts (N.L.A.), and mathematics.

PROJECT OBJECTIVES

Student Objectives

- As a result of participation in the program, 70 percent of targeted students will demonstrate gains in English language proficiency.
- As a result of participation in the program, 70 percent of the target students will demonstrate a significant increase in native language achievement.
- As a result of participation in Project Avanse, 70 percent of targeted students will score at or above the passing criterion of 65 in the content classes of English.
- As a result of participation in Project Avanse, 70 percent of targeted students will score at or above the passing criterion of 65 in the content classes of science.
- As a result of participation in Project Avanse, 70 percent of targeted students will score at or above the passing criterion of 65 in the content classes of mathematics.
- As a result of participation in Project Avanse, 70 percent of targeted students will score at or above the passing criterion of 65 in the content classes of computer literacy.
- As a result of participation in the program, students will demonstrate competency in writing, mathematics, or science.
- All graduating students will meet with the bilingual resource specialists for advisement during the school year.
- Project Avanse will organize at least one science fair and one career conference for students.
- As a result of participation in Project Avanse, the dropout rate of the LEP students will be equal to or lower than that of non-program students.
- As a result of participation in the program, students' attendance will be equal to or greater than that of mainstream students.

Staff Development Objectives

- Seventy percent of Project Avanse's staff members will enroll in and complete at least one college university course during the year.

Curriculum Development Objectives

- By the end of the first year, the curriculum specialists will have developed or translated one project-matter oriented instructional guide for C.A.I. in mathematics and science.

- By the end of the first year, the project staff will have completed at least ten science modules to be used in the classroom peer tutoring component.

Parental Involvement Objectives

- As a result of participation, students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents.

PROJECT IMPLEMENTATION

During the 1993-94 school year, Project Avanse provided instructional and support services to 266 Haitian-speaking students and their families. The project's main goals were to enhance articulation between the intermediate school and the senior high school and to improve students' skills in E.S.L., mathematics, and science. Project Avanse attempted to infuse a multicultural awareness component in all content areas.

The project provided activities for the parents of participating students and offered in-service staff development activities and reimbursement for college credits to project staff.

Materials, Methods, and Techniques

Project Avanse offered E.S.L. at literacy to advanced levels and N.L.A. at literacy to intermediate levels. The project relied on the use of computers to enhance E.S.L. and content area instruction for all target students, particularly those taking literacy-level courses. The project director reported that additional E.S.L. and Haitian software for the Mackintosh computer were needed.

Content area classes were taught in Haitian supplemented by English. Teachers of participating students used a wide array of strategies and techniques, particularly cooperative learning, peer tutoring, interdisciplinary instruction, the learning experience approach, student-produced newsletters, and various research projects.

The project incorporated a strong cultural component into the curricula in order to foster a sense of pride in participants' own native culture and an appreciation of American culture.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building.

The project director reported that Project Avanse will receive the same amount of funding for the first two years of the project.

Staff Qualifications

Title VII staff. The project's Title VII staff included the project director, two resource specialists, two part-tim parent trainers, a secretary, and five student aides.

For a description of degrees held and language competencies*, please see Table 2.

TABLE 2

Project Staff Qualifications

Position Title	Degree	Language Competence
Project Director	M.A., M.S., A.B.D.	Haitian NS, TP
Resource Specialists (2)	2 B.S.	Haitian 1 NS, TP Haitian 1 TP
Parent Trainer (1) Parent Trainer (1)	1 M.S. 1 M.A.	Haitian 2 NS, TP
Student Aides (5)	11th grade	Haitian 5 NS
Secretary	2 yrs of College	Haitian NS

The project director's responsibilities included supervising and coordinating the project's activities, selecting and training staff, and providing evaluation data. The resource specialists assisted classroom teachers in the development and implementation of instructional activities, provided in-service training to teachers, planned activities for participating students and their parents, and selected instructional materials. Project Avanse did not report on the responsibilities of the parent trainers or student aides.

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. NS = Native Speaker.

Other staff. At Walt Whitman Intermediate School, five bilingual teachers and six part-time teachers taught project students. At Erasmus Hall High School, seven bilingual teachers and six part-time teachers taught project students. The project did not supply information about degrees, certification, or language competence of non-Title VII-funded teachers.

Staff development. Teachers received tuition assistance toward courses in bilingual education, educational counseling and development, speech education, and other subjects deemed appropriate by the project director in consultation with the school principal. The teachers participated in a series of workshops on using the Mackintosh computer in the classroom.

Instructional Time Spent on Particular Tasks

See Appendix B for class schedules.

Length of Time Participants Received Instruction

Students had a mean of 6.5 years (s.d.=3.7) of education in a non-English speaking school system and 2.5 years (s.d.=2.0) of education in the United States. The median amount of time students participated in Project Avanse was 10 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Students thought by teachers to be in need of special education services were referred to a bilingual guidance counselor. The counselor referred the student to the School-Based Support Team (S.B.S.T.) as necessary. A family assistant, bilingual in Haitian, worked with the S.B.S.T.

Students who were gifted and talented were involved in such activities as

research experiments in the Bilingual Enrichment Center. When students became proficient in English, they were encouraged to apply to the Gateway program or the Science Academy at Erasmus Hall High School.

Instructional Services for Students with Special Needs

The project offered computer-assisted instruction (C.A.I.) before and during school hours to all project students, including those having difficulty in classes. Any incoming student who demonstrated low literacy in English or Haitian or a low level of skills in the content areas received services through the project's literacy component.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Parents of project students participated in a number of project-sponsored activities. These included parent conferences on such topics as adult education, as well as E.S.L. instruction Tuesday and Thursday evenings at Walt Whitman Intermediate School.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OER used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OER used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English skills in populations similar to those served by Project Avanse.

INSTRUMENTS OF MEASUREMENT

OER compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The N.L.A. objective was assessed with the Haitian Creole Native

Language Test. The content area objectives were assessed through course grades, as specified. All students were tested at the appropriate grade level. The language of the LAB and the Haitian Creole Native Language Test are determined by the tests themselves.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OER evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format,

which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OER. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the proportion of students demonstrating acquisition of skills in English, OER calculated the percentage of participating students who demonstrated a gain on the LAB. OER also computed a correlated *t*-test on the LAB N.C.E. scores. The *t*-test

determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OER was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project Avanse carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

The OER evaluation consultant observed two E.S.L. classes. The first class was a ninth grade computer-assisted E.S.L. level 2 class. Seventeen students were present and each student had access to a Mackintosh computer. The walls of the computing center were decorated with museum prints of art work, the bilingual newsletter, and student-made flags from different countries. The lesson was about writing information questions. Students worked individually on an exercise in which they created questions from a series of three words. The teacher then chose students to write the answers on the board. During the remainder of the class period, students worked at their computers using a program called "The Print Shop." Students put the sentences from the previous day's lesson into banners and signs, using various fonts. A paraprofessional walked around the room assisting students when needed.

An OER evaluation consultant observed an eighth grade advanced E.S.L. class at Walt Whitman Intermediate School. Fourteen students were present. The room was spacious and desks were arranged in clusters of three to four. The students began doing a fill-in-the-blank exercise on a handout entitled, "The Drug Problem and Our Youth." The teacher called on students to read their answers aloud and then facilitated

a discussion about drugs. He pointed out vocabulary words such as *self-esteem, penalties, hooked,* and *discipline*. Students were eager to answer his questions. The teacher dealt well with a discipline problem that erupted at the end of the lesson.

Project Avanse proposed the following objective for E.S.L.:

- As a result of participation in the program, 70 percent of targeted students will demonstrate gains in English language proficiency.

There were complete pre- and posttest scores on the LAB for 188 students. (See Table 3). While the average gain of 4.5 N.C.E.s (s.d.=9.9) was statistically significant ($p<.05$), only 50 percent of participating students at Walt Whitman Intermediate School and 47 percent of participating students at Erasmus Hall High School showed gains.

Project Avanse failed to meet its E.S.L. objective.

Participants' Progress in Native Language Arts

The project posed the following objective for N.L.A.:

- As a result of participation in the program, 70 percent of the target students will demonstrate a significant increase in native language achievement.

Final course grades in N.L.A. were reported for 170 students. At both Walt Whitman Intermediate School and Erasmus Hall High School, 100 percent of the students received passing grades in N.L.A.

Project AVANSE met its N.L.A. objective.

TABLE 3

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB), by Grade

School	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Walt Whitman Intermediate School	144	100	6.2	8.4	9.3	9.6	3.1	5.9	5.32*
Erasmus Hall High School	122	88	14.3	12.8	20.3	18.2	6.0	12.8	4.37*
Total	266	188	10.0	11.4	14.4	15.3	4.5	9.9	6.21*

*$p < .05$

- Overall, and at both sites, participating students showed significant gains on the LAB.

Participants' Academic Achievement

An OER evaluation consultant observed a ninth grade mathematics class at Erasmus Hall High School. Sixteen students were present. The class was conducted entirely in Haitian and a paraprofessional assisted students individually. The lesson dealt with graphing points in a coordinate plane. Students worked individually, graphing 11 sets of points that the teacher had written on the board. Students then placed their answers on the board and the teacher asked them to explain their answers. Students were actively involved in the lesson, eagerly volunteering responses and asking questions. During the latter part of the class, students graphed negative points and handed in their work when completed.

At Walt Whitman Intermediate School, an OER consultant observed a seventh grade science class which took place in the computer center. Twenty students were present. Each student worked on a Mackintosh computer, using a program called *Storybook Weaver*. Two students from Erasmus Hall High School were present, assisting students who needed help. Students chose pictures from the computer screen to create a landscape, then chose animals that live in the given setting. After creating a picture, students wrote short essays describing the scene. They wrote their essays in either English or Haitian. The science teacher was present, but the computer teacher was the one who answered students' questions.

Project Avanse proposed five content area objectives:

- As a result of participation in Project Avanse, 70 percent of targeted students will score at or above the passing criterion of 65 in the content area classes of English.

- As a result of participation in Project Avanse, 70 percent of targeted students will score at or above the passing criterion of 65 in the content area classes of science.

- As a result of participation in Project Avanse, 70 percent of targeted students will score at or above the passing criterion of 65 in the content area classes of mathematics.

- As a result of participation in Project Avanse, 70 percent of targeted students will score at or above the passing criterion of 65 in the content area classes of computer literacy.

- As a result of participation in the program, students will demonstrate competency in writing, mathematics, or science.

Teachers taught their content area classes predominantly in Haitian. They used a wide array of strategies and techniques, particularly cooperative learning, interdisciplinary teaching, and peer tutoring.

Overall, 92.9 percent of participating students had passing grades in English. (See Table 4). In other content area subjects, the results differed at the two sites. Over 75 percent of students at Erasmus Hall High School passed science and mathematics, but this objective was not met at Walt Whitman Intermediate School. Computer literacy was available at both sites and more than the required percentage passed.

The project director reported that project students did not take the RCT in the year under review because the project had no seniors.

Project Avanse met its content area objective for English and computer literacy, and partially met those for science and mathematics. OER was unable to evaluate the objective for writing, mathematics, or science, since Regents Competency Tests (R.C.T.s) in those subjects were not administered to participating students in the year under review.

TABLE 4

Passing Grades in Content Area Courses, by Site

School	Subject	Students Enrolled	Percent Passing
Walt Whitman I.S.	English	40	82.5
	Science	127	53.5
	Mathematics	141	54.6
	Computer Literacy	64	92.2
Erasmus Hall H.S.	English	116	96.6
	Science	116	99.2
	Mathematics	122	100
Total	English	156	92.9
	Science	246	75.6
	Mathematics	263	75.7
	Computer Literacy	64	92.2

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Because this was the first year of the project, there were no former participants.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

Project Avanse did not pose any objectives for mainstreaming. No project participants were mainstreamed during the year under review.

Career Development

The project proposed the following career-oriented objectives:

- All graduating students will meet with the bilingual resource specialists for advisement during the school year.
- Project Avanse will organize at least one science fair and one career conference for students.

Because the project served students in intermediate school through the eleventh grade in its first year of operation, no students would be graduating in the year under review.

Project Avanse co-sponsored a science fair and a career fair conference for students and their parents. The events took place at Walt Whitman Intermediate School in April 1994.

Project Avanse met its objective for organizing a science fair and a career conference. OER was unable to evaluate the career development objective for career counseling because the project had no seniors during its first year of operation.

Grade Retention

Project Avanse did not propose any objectives for reducing grade retention. No students were retained in grade in the year under review.

Dropout Prevention

Project Avanse proposed the following dropout prevention objective:

- As a result of participation in Project Avanse, the dropout rate of the LEP students will be equal to or lower than that of non-program students.

At Erasmus Hall High School, no participating students dropped out in the year under review. This compares to the mainstream students' dropout rate of 3 percent. No project students at Walt Whitman Intermediate School dropped out.

Project Avanse met its dropout prevention objective.

Attendance

The project posed the following objective for student attendance:

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

The attendance rate for participating students at Erasmus Hall High School was 88.3 percent. This can be compared with the schoolwide attendance rate of 85 percent. At Walt Whitman Intermediate School the attendance rate was 99 percent for participating students compared to a schoolwide attendance rate of 90 percent.

Project Avanse met its attendance objective in the year under review.

Placement in Gifted and Talented Programs

Gifted and talented students at Erasmus Hall High School participated in research experiments in the Bilingual Enrichment Center. When they demonstrated proficiency in English, they were encouraged to apply to the Gateway program or the Science Academy.

At Walt Whitman Intermediate School, gifted and talented students were encouraged to apply for admission to specialized high schools and specialized programs. They were offered enrichment activities in the Bilingual Enrichment Center by the Bilingual Enrichment specialist.

Enrollment in Post-secondary Education Institutions

Because the project served students in intermediate school through the tenth grade in its first year of operation, no students would be graduating.

CASE HISTORIES

Erasmus Hall High School

L. was born in Haiti in 1978. His secondary education had been interrupted for over two years because of the political turmoil in the country. Deeply concerned with the increasing number of human rights violations and political assassinations, his family left Haiti for the United States in 1993.

He enrolled at Erasmus Hall High School in February 1993 as a freshman and entered the program in October. Preliminary screenings revealed that he could neither read nor write Haitian, although he spoke it fluently. His knowledge of English was very poor and would not allow him to function in an English-speaking environment.

G.'s grades his first year were poor: between 55 and 60 in E.S.L., mathematics, and social studies. He was recommended for N.L.A. tutorial during the next semester. That semester, his grades in all content areas improved considerably. G. was studying English along with Haitian, using C.A.I., and was participating in the Science Research Group in the Bilingual Enrichment Center. He continue to get

better grades in English and hope to score above the 40th percentile on the next LAB. He would like to become a scientist.

Walt Whitman Intermediate School

L. was born in Croix Des Bouquets, Haiti in June 1982 and came to New York with her family in November 1993. L.'s parents had only a limited education and attended the E.S.L./Americanization classes offered by Title VII. She and other members of her family spoke only Haitian at home.

When L. entered the program she could neither read nor speak English. She was a very interested student, asking questions about the meaning of words and how to write sentences in English and Haitian. She was programmed for tutorials every afternoon and for computer classes. At the time of this report, L. ranked among the best students in her sixth grade class. She would like to eventually become a bilingual science teacher.

STAFF DEVELOPMENT OUTCOMES

All project staff members attended monthly department meetings. Project personnel and teachers of participating students took part in a series of project-sponsored workshops on the use of the Mackintosh computer in education.

The project director reported that as a result of project activities, teachers have become familiar with and are practicing such techniques as cooperative learning, the learning experience approach, and the whole language approach.

The project proposed one staff development objective:

- Seventy percent of Project Avanse's staff members will enroll in and complete at least one university course each semester.

The project provided tuition assistance to teachers of participating students. During the 1993-1994 school year, 70 percent of staff took courses in education that were paid for by Title VII funds.

The project met its staff development objective.

CURRICULUM DEVELOPMENT OUTCOMES

Project Avanse proposed two curriculum development objectives:

- By the end of the first year, the curriculum specialists will have developed or translated one project-matter oriented instructional guide for C.A.I. in mathematics and science.

- By the end of the first year, the project staff will have completed at least ten science modules to be used in the classroom for the peer tutoring component.

The project director reported that instructional guides for C.A.I. in social studies and science were translated and completed by July 30, 1994.

The project director reported that the project developed activity sheets for physical science, biology, and mathematics; mathematics and biology posters; social studies and science glossaries; and science fair materials in Haitian. Project Avanse staff have translated Earth science and biological science modules.

Project Avanse met both of its curriculum development objectives.

PARENTAL INVOLVEMENT OUTCOMES

Project Avanse proposed one parental involvement objective:

- As a result of participation, students' parents who participate in Open School Day/Evening will be equal or greater than the proportion of mainstream students' parents.

The project director reported that 60 percent of program students' parents participated in open school day/evening activities at Erasmus Hall High School, compared to 20 percent of mainstream students' parents.

At Walt Whitman Intermediate School, 70 percent of program students' parents participated in Open School Day/Evening activities, compared to 15 percent of mainstream parents.

The project met its parent involvement objective.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The project met its objectives for E.S.L; N.L.A.; the content area subjects of English and computer literacy; career development; dropout prevention; attendance; staff development; curriculum development; and parental involvement. The project partially met its content area objectives for mathematics and science. The Office of Educational Research was unable to evaluate the career development objective for career counseling in the year under review since no students were graduating.

Participating students in Project Avanse showed academic progress. Of the 266 participating students in grades six through eleven, all were promoted to the next grade. The students showed gains in Haitian native language arts and in the content areas. Although they did not show gains on the LAB at the rate projected, participating students gained English language skills during the course of the year.

Project services not only benefited the students academically but also increased their awareness of the importance of education. The attendance rate of participating students was appreciably higher and the dropout rate lower than those of the mainstream populations at the participating schools.

Teachers attended graduate and in=service courses to increase their knowledge of bilingual and science and mathematics education. Parents became involved in activities, including E.S.L. classes.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of the project included student tutoring and intensive E.S.L. instruction using C.A.I. techniques to foster true bilingualism.

Less effective components included the lack of E.S.L. software, and need for Haitian mathematics and science materials.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Complete the resource room at Walt Whitman Intermediate School so that students have access to reading materials, computers, and cultural activities.
- Investigate additional techniques to increase students' acquisition of skills in mathematics and science at Walt Whitman Intermediate School. Increase peer tutoring and offer additional assistance during study halls and outside school hours.

APPENDIX A

Instructional Materials

English as a Second Language

Grade	Title	Author	Publisher	Date of Publication
6-7	Side by Side	Molinsky, Steven	*	*
*	The Twenty one Balloons	Dubois, William P.	*	*
9	Ready for Today	Ward Beleh, Linda	Stech-Vaughn Co.	1987
9	Communication for Today	Fava Me Carthy	Stech-Vaughn Co.	1987
9	Write it Right	Fava Me Carthy	Prentice Hall	1986
9-10	Pathways to English	Allen and Woeller	McGraw Hill Intl.	1984
9-11	Encore 1,2,3	Keenan Segal, M.	Heinle & Heinle	1985
9-12	Lado English Textbooks/ Workbooks	Lado, Robert	Prentice Hall	1990
10-11	Great American Stories Book 1, 2	Draper, C.G.	Prentice Hall	1985
Adults	Lifelines Course	Foley, B.	Prentice Hall	1985

*Information not provided.

APPENDIX A

Instructional Materials, cont'd.

Native Language Arts

Grade	Title	Author	Publisher	Date of Publication
6-7	Lekti Ak Grame Konprann Sa Nou Li	Komite Edikasyon Depatman Edika- syon Nasyonal	Karitas Inc.	1984
6-8	Grame Kreyol	Teacher made	NYC Board of Education	1992
7-8	Esperans Dezire Nan Nan Lonbray Inosans	Dyita, Pauris Jean Baptiste	Henry Deschamps	1985
8	Tonton Maten Chen Pedi Chat Genyen	Pauris Jean Baptiste	*	*
9	Elev yo ap li	Title VII	Project Pride	1991
9	Ann Aprann Li kryol	Title VII	Project Pride	1991
9	Ann Aprann Li pi byen	Title VII	Project AVANSE	1993
9-12	Grame Kreyol	IPN	Henri Deschamp	1986
9-12	Lekti akgrame	Karitas Ench	Henri Deschamp	1986
9-12	Ann Reflechi sou Lang nou pale a	Iv Dejan, Edi Bayadel	Henri Deschamp	1986
9-12	Lang Kreyol	IPN	Imp. Le Natal	1986
9-12	Map li ak ke kontan	F.I.C.	Henri Deschamp	1992
9-12	Pwezi-kont-chante	J.C. Marineau	Edition Liberte	1992

*Information no provided.

APPENDIX A

Instructional Materials, cont'd.

Mathematics

Grade	Title	Author	Publisher	Date of Publication
6-7	Holt Mathematics Book 1	Nichols, Eugene D.	Holt, Rinehart & Winston	*
8	Holt Mathmeatics Book 2	Nichols, Eugene D.	Holt, Rinehart & Winston	*
9-10	Achieving Competency in Math	Mandevy, Schneider	Amsco School Publications	1989
9-10	Dollars & Sense	Gerrer, Robert	South Western	1989
9-10	Aljeb	Title VII NYC Board of Education	NYC Board of Education	1992
9-12	Integrated Math Course I & II	Dressler & Keenan	Amsco School Publications	1989

Science

Grade	Title	Author	Publisher	Date of Publication
6	Cheche Konn Sa Ki Nan Ko Nou	*	*	*
7	Biyoloji Jeneral	Title VII	NYC Board of Education	1992
8	Syans Fizik	Title VII	NYC Board of Education	1992
9	Syans Fizik Nevyem Ane Books 1, 2, and workbook	Title VII	NYC Board of Education	1992
9-12	Byoloji Gid Laboratwa	Title VII	NYC Board of Education	1992
10	Byoloji Jeneral II	Title VII	NYC Board of Education	1992
10	Review Text in life science	Lesser, Milton S.	Amsco School	1967

*Information not provided.

APPENDIX A

Instructional Materials, Cont'd.

Social Studies

Grade	Title	Author	Publisher	Date of Publication
6	The World and Its People	Cooper, Kenneth	Silver Burdett, Co.	1984
6-7	Istwa Jeneral Premye Pati	Title VII	NYC Board of Education	1992
7	Exploring American History	Schwartz, M.	Globe Books	1986
8	Istwa Jeneral Dezyem Pati	Title VII	NYC Board of Education	1992
9	Istwa Jeneral Premye Pati	Title VII	NYC Board of Education	1992
10	World History	Abramowitz, J.	Globe Books	1987
11	USA	Grosser & Levine	Amsco Book	1987
11	War & Peace in the 20th Century	Schwartz & O'Connor	Globe Book	1971
11	Istwa Jeneral Dezyem Pati	Title VII	NYC Board of Education	1992

APPENDIX B

Class Schedules

Period	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
1	N.L.A.	E.S.L.	N.L.A.	E.S.L.- Beginning	E.S.L. Intermediate
2	Gym	Mathematics	Social Studies	E.S.L.- Beginning	E.S.L. Intermediate
3	Technology	Social Studies	Mathematics	E.S.L.- Beginning	E.S.L. Keyboarding
4	Technology	Science	Gym	NLA- Level 1	NLA- Level 3
5	Mathematics	Art	Science	Bilingual Global Studies	Bilingual Global Studies
6	Lunch	Lunch	Lunch	Bilingual Global Studies	Bilingual Biology Level 1
7	E.S.L.	N.L.A.	E.S.L.	Bilingaul Fundamental Math 1	Bilingual Algebra Level 1
8	Science	Mathematics	Mathematics	Gym	Gym